Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sêr Ni Flying Start Nursery

Llwynhendy Children`s Centre - Flying Start

Llwynhendy Road

Llwynhendy

Llanelli

SA14 9DP



Date Inspection Completed

09/09/2024

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About Sêr Ni Flying Start Nursery

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	24
Language of the service	Both
Previous Care Inspectorate Wales inspection	28 June 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children have a strong voice at this service. They know that their needs, preferences and feelings will be taken into account. Most children are well settled, however during the visit many were new to the setting. They make their own choices and decisions. Most children express enjoyment and they are comfortable and relaxed. Children have valuable opportunities to follow their own interests, and they enjoy taking part in the activities on offer.

People who run the setting keep children safe and healthy. Staff have completed mandatory training and have an appropriate system in place for monitoring children's progress and planning activities. Staff interact positively and kindly with children.

People who run the setting provide a clean, safe and suitable environment. The premises is welcoming, friendly and provides good space for children to play indoors and outdoors. There is a variety of toys and resources, which are appropriate for different ages and stages of development. Unnecessary risks to children have been identified and as far as possible eliminated. The environment meets children's needs and is comfortable.

Leadership and management of the setting is good and kept in an organised manner. They are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are acceptable systems in place for managing records, maintaining policies and reviewing the quality of care.

Well-being Good

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. At snack time, children are given the option of where they would like to sit and confidently choose their seats. They select the food they want, either verbally or by pointing. Children move freely between the indoor and outdoor area, as well as between activities. Some children are content and show enjoyment, whilst others are in the process of settling. Overall, children feel safe, happy, and comfortable at the setting. We saw many children smile a great deal as they took part in their play activities, for example chasing a staff member with a spray water bottle.

Children are beginning to form relationships with other children and staff and are familiar with the routine. We observed strong bonds of affection. For example, during a period where a child was upset, they had a cuddle with a staff member and calmed down. Children are beginning to express themselves, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child invited a staff member to play a card game with them, the staff member responded immediately and sat on the floor with the child, looking at and discussing the pictures on the cards.

Interactions between the children and the staff are consistently good. The children co-operate well for their age. For example, they shared the resources when playing with the water tray and whilst taking part in a jigsaw activity. Children have a sense of belonging and are beginning to form friendships with each other. During outdoor play, children played alongside one another, removing the cushions from the stand and placing them in a row.

Children show appropriate levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. For example, children take part in imaginative play as they access the water tray, pretending they’re fishing and naming the colours. Children play well for their age and stage of development. Some listen attentively and play cooperatively, sharing resources, negotiating, taking turns and following direction from staff. For example, children followed instructions to create a path using the toy building bricks.

Children have some opportunities to develop their skills and independence in line with their age and stage of development, which enables them to do some independently. For example, they access the sink with support to wash their hands and place the paper towel in the bin independently. They also feed themselves at mealtimes, assist with the pouring of milk or water and retrieve resources.

Care and Development Good

Staff are aware of their responsibilities to keep children safe and healthy. They implement effective cleaning and hygiene procedures. Staff maintain effective systems for storing food safely. The staff member preparing and distributing snack wears a disposable apron and gloves whilst assisting children at food times. Nearly all staff members are aware of safeguarding procedures and can describe who they would contact if they had concerns. Staff complete accident forms appropriately. People who run the setting maintain effective registers which are accurate and reflect the arrival and departure for both staff and children.

Staff manage interactions effectively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"Clever girl. Good listening."* Staff manage the children's behaviour well, encouraging the children to wait their turn and to be kind to their friends. Staff know the children very well and have positive and close bonds with them. Staff understand the children's preferences and are sensitive to the needs of each child. They collect detailed information about the children before they start and communicate well with parents. This ensures the individual needs of each child are met.

Nappy changing is carried out with dignity, care and respect and the procedure is followed correctly. We discussed the nappy changing mat, and this was replaced following the visit. Snack times are calm and organised. Staff ensure snacks are served with care and not rushed. Children's independence is promoted during snack time as staff offer opportunities for the children to assist with pouring their drinks.

Staff support children's learning in a positive way. They are knowledgeable about children's development and plan activities accordingly. They assess children's progress frequently and monitor their learning and development well. Staff are committed to promoting the Welsh language. They use Welsh frequently with the children, naming colours, numbers and alternating between English and Welsh in shorter sentences. Staff provide a balanced learning environment where children follow their interests as well as planning some structured activities, for example activities based on the Gruffalo story. They also ensure children's ideas form part of the daily planning. Staff are effective at extending children's learning and ensure they engage with them in meaningful ways by asking questions, modelling and introducing language during their play activities. Staff are fully aware of children's needs, routines, and habits.

Environment — Good

People who run the setting have good systems to ensure the environment is safe and secure. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. People who run the setting keep risk assessments in place to ensure unnecessary risks to children are eliminated as far as possible. Risk assessments for the outdoor area were further developed during the inspection visit, to include play equipment and activities. They ensure PAT testing is carried out and all other safety checks are in place. People who run the setting ensure fire drills are practised regularly, however the recording of these could be further developed. We saw consistent hygiene practices, minimising risks to everyone's health and safety, for example cleaning and using a sanitising spray between sessions.

People who run the setting ensure the premises are warm, welcoming and child friendly. The indoor areas are light, clutter free and give children space and freedom to move around. People who run the setting provide areas which are well arranged and presented with care, offering purposeful opportunities for rich learning experiences, encouraging curious leaners to explore. They ensure children have considerable freedom to safely explore their indoor and outdoor environment. People who run the setting understand the importance of outdoor play to promote children's development. They ensure children have access to the outdoors as and when they want to. People who run the setting offer a large outdoor area which is safe and secure with a range of good play opportunities and equipment. For example, a playhouse, planting areas, mud kitchen and climbing equipment to name a few. People who run the setting ensure children can independently access resources by providing low-level storage, furniture, and equipment. This supports their development and self-directed learning.

People who run the setting ensure children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children plentiful choices. For example, there is a range of craft resources, jigsaws, a role play kitchen area with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. Equality and cultural awareness are promoted throughout the practice through resources, displays and activities.

Leadership and Management — Good

People who run setting have a good understanding of their responsibilities. They are committed to providing a good service. People who run the setting have a number of policies and procedures which reflect the service offered. They provide a clear Statement of Purpose that accurately reflects the service provided. They ensure the relevant Disclosure and Barring Service (DBS) checks are in place for all staff and the responsible individual associated with the setting. There is valid public liability insurance.

People who run the setting ensure staff have valid first aid and child protection training. They also provide opportunities for further professional development. During the visit, people who run the setting were unable to provide full documentation in relation to all staff members, however we were provided with evidence of all documentation following the visit. People who run the setting carry out suitable supervisions as well as annual appraisals with staff, and these are clearly documented. Staff told us how much they enjoyed working at the setting and how well supported they are within their roles. Their pride and enthusiasm is obvious.

People who run the setting have completed a suitable quality of care report annually. They seek the views of parents and carers as well as the children, however the views of staff and children are not actively included in the review as well as plans for development. They ensure appropriate contracts are in place for the children in their care and they provide a reliable service. People who run the setting maintain relevant permissions from parents.

People who run the setting work closely with parents. They keep them well informed about all aspects of the service through newsletters, social media platform as well as provide daily feedback on the children's time with them, both verbally and through a written daily diary. Feedback received from parents and carers as part of the inspection process was very positive, *'Staff are very friendly, kind, polite and professional. I feel my child is in safe hands'* as well as '*my child is always happy at the setting,' 'The staff are very caring and reassuring,' 'They offer a lot of fun and educational activities.*' People who run the setting understand the importance of working in partnership to ensure children experience all the support required to meet their individual needs. These include working closely with the health visitor, transition sessions with local feeder schools as well as other support agencies.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
28 (2) (a) [ii]	Staff file do not include all the documentation required by regulation.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 18 - Quality assurance	Further develop the quality of care report to include children and staff views as well as developmental targets of the service.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Further develop fire drill records by including actual times.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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